DOCUMENT RESUME

ED 339 898 CE 059 858

TITLE	Teaching Methods/Health.
INSTITUTION	Kirkwood Community Coll., Cedar Rapids, Iowa.
SPONS AGENCY	Iowa State Dept. of Education, Des Moines. Bureau of Career Education.
PUB DATE	May 88
NOTE	96p.; Typed on colored paper.
AVAILABLE FROM	Iowa Curriculum Assistance Systems, Iowa State University, N008 Lagomarcino Hall, Ames, IA 50011.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Allied Health Occupations; *Allied Health Occupations Education; Behavioral Objectives; *Classroom Techniques; Communication Skills; *Course Content; *Health Education; Health Facilities; Higher Education; Learning Activities; Lesson Plans; *Preservice Teacher Education; State Curriculum Guides; Student Evaluation; *Teaching Methods; Test Items; Test Selection; Transparencies; Units of Study
IDENTIFIERS	*Emergency Medical Services; Iowa

ABSTRACT

This document contains materials for a two-credit college course in teaching methods for health education developed for the State of Iowa. The course syllabus lists the course title, hours, number, description, prerequisites, learning activities, instructional units, required text, 16 references, evaluation criteria, course objectives, and course competencies. It is followed by six instructional units that cover these topics: the learning process, behavioral objectives, teaching methods and aids, lesson planning, evaluation instruments, and classroom communication skills. Units contain the following: (1) information on prerequisites, required and recommended references, learning activities, and objectives; (2) topic outline; (3) evaluation criteria; (4) an instructor guide that lists references, suggests lecture notes, specifies equipment needed, and provides transparency masters and handouts; (5) a student study guide; and (6) evaluation questions. (KC)

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IA87CD08
57-9910-000

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TEACHING METHODS/HEALTH

Developed by: Health Science Department
Kirkwood Community College
For the State of Iowa
Department of Education
Bureau of Career Education

Course materials distributed through
Iowa Curriculum Assistance Systems
Iowa State University
N008 Lagomarcino Hall
Ames, Iowa 50011

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May 1988

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COURSE SYLLABUS

COURSE: Teaching Methods/Health (E-400)

HOURS: 32 clock hours; (2 lecture, 0 lab) 2 credit hours.

COURSE NUMBER: HS400U

COURSE DESCRIPTION: Introduces principles of learning and teaching and how they apply to patient instruction and continuing professional education activities. Involves development and implementation of a learning exercise.

PREREQUISITES: None

LEARNING ACTIVITIES:

1. Worksheets
2. In class exercises
3. Small and large group discussions
4. Develop and present an instructional lesson

INSTRUCTIONAL UNITS:

E-401	The Learning Process
E-402	Behavioral Objectives
E-403	Teaching Methods and Aids
E-404	Lesson Planning
E-405	Evaluation Instruments
E-406	Classroom Communication Skills

REQUIRED TEXT: Teaching Methods/Health Workbook, KCC
Kemp, Instructional Design: A Plan for Unit and Course Development, 2nd Edition, Fearon and Pitman Publishers, Inc., 1977.

REFERENCES:

1. Digman and Carr, PROGRAM PLANNING FOR HEALTH EDUCATION AND HEALTH PROMOTION. Lea and Febiger, 1987.
2. E. Gagne, THE COGNITIVE PSYCHOLOGY OF SCHOOL LEARNING. Little and Brown, 1985.
3. R. Gagne, THE CONDITIONS OF LEARNING, 4th Edition. Holt, Rinehart and Winston, 1985.
4. Mager, PREPARING INSTRUCTIONAL OBJECTIVES. Fearon Publishers, Inc., 1975.
5. Mager, DEVELOPING VOCATIONAL INSTRUCTION. Fearon Publishers, Inc., 1967.
6. University of the State of New York, HANDBOOK FOR TEACHERS OF ADULT OCCUPATIONAL EDUCATION. New York State Department of Education, 1977.
7. Gronlund, STATING BEHAVIORAL OBJECTIVES FOR CLASSROOM INSTRUCTION. MacMillan, 1970.
8. Gronlund, CONSTRUCTING ACHIEVEMENT TESTS, 2nd Edition. Prentice-Hall, 1977.
9. Hogan and Champagne, PERSONAL STYLE INVENTORY. Organization Design and Development, 1979.

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10. Dull, THE HEART OF INSTRUCTION: Effective Lesson Plans and Assignments. Ohio Department of Education, 1977.
11. Dull, THE HEART OF INSTRUCTION: Selection and Use of Teaching Strategies. Ohio Department of Education, 1977.
12. Dull, THE HEART OF INSTRUCTION: Evaluation of Learning. Ohio State Department of Education, 1977.
13. Green, TEACHER MADE TESTS, 2nd Edition. Harper and Row, 1975.
14. Sanders, CLASSROOM QUESTIONS - WHAT KINDS? Harper and Row, 1966.
15. Ellingham, THE ART OF CLINICAL INSTRUCTION: Parts I and II. University of Minnesota Videotape Series, 1987.
16. Kemp, INSTRUCTIONAL DESIGN: A PLAN FOR UNIT AND COURSE DEVELOPMENT, 2nd Edition. Fearon-Pitman Publishers, Inc., 1977.

EVALUATION: Student must score the "necessary points" to pass the course on all asterisk items (*). All points from projects will be recorded and the accumulation of these points will be assigned a grade at the end of the semester.

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Module Number	% of Grade	Activity	Module Title	Possible/ Minimum	Your Score
E-401		Class Exercise	Learning Process	P/F	
*E-402	11%	Project - Objectives	Behavioral Objectives	20/15	
*E-403	9%	Project - Teaching Aids	Teaching Aids	15/11	
	17%	Mid term exam	Mods 401-403	30/22.5	
E-404	9%	Project - Lesson Plans	Lesson Planning	15/11	
*E-405	9%	Project - Eval. Inst.	Evaluation Instruments	15/11	
*E-406	17%	Project - Program	Classroom Communication	30/22.5	
	28%	Final Exam	Mods 401-406	50/37.5	
				175/130.5	your total

If any projects or exercises are not completed by the due date, two points per class period will be subtracted from your score.

Grading Scale

A = 100 - 90%
B = 89 - 85%
C = 84 - 75%
D = 74 - 70%
F = 69% - 0

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COURSE OBJECTIVES:

E-401 The student will summarize basic principals involved in learning theory and the process of learning.

E-402 The student will summarize the basic fundamentals about behavioral objectives by answering questions on an exam and by completing a project.

E-403 The student will assess the influence of teaching aids upon the success of an instructional program by answering questions on a written exam and by completing a project.

E-404 The student will discuss the need for planning instructional lessons in advance by answering questions on a written exam and by completing a project.

E-405 The student will understand and explain the value of evaluating instruction by completing a project and answering questions on a written exam.

E-406 The student will assess the impact of various forms of communication upon student learning by completing a project and by answering questions on a written exam.

COURSE COMPETENCIES:

E-401 Understand learning theory.

E-402 Follow a systems approach to organization and development of materials and strategies to deliver an instructional program for patients/clients/peers.

E-403 Select teaching methods and aids for use with an instructional program.

E-404 Develop a lesson plan for an instructional program.

E-405 Determine the success or outcome of presentations.

E-406 Communicate effectively in a teacher/learner situation. Present instructional program to an individual or a group.

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Teaching Methods/Health **The Learning Process** **E-401**

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: Kemp, Instructional Design, pg. 3-22, 58-60

RECOMMENDED
REFERENCES:

1. University of State of New York, Handbook for Teachers of Adult Occupational Education, 1977, page 1-20.
2. Mager, Developing Attitude Toward Learning, 1968.
3. R. Gagne, The Conditions of Learning. Holt, Rinehart and Winston, 1985, pages 1-88.
4. E. Gagne, The Cognitive Psychology of School Learning. Little and Brown, 1985, pages 1-32.

LEARNING
ACTIVITIES:

1. Participate in classroom seminar discussions.
2. Complete group exercise: Getting Acquainted.

OBJECTIVES:

E-401 The student will summarize basic principals involved in learning theory and the process of learning; by answering multiple choice questions on a final exam with 75 percent accuracy.

- .1 Compare and contrast the terms teaching and learning.
- .2 List and describe five learned capabilities.
- .3 Evaluate the effect of external events upon the learning process.

TOPIC
OUTLINE:

I. Orientation
II. Teaching Methods/Health
III. Learning
IV. Elements of Learning Process
V. Varieties of Learned Capabilities
VI. Educational Implications
VII. Process of Learning
VIII. Effects of External Events on Learning Process

EVALUATION: Thirty-three percent of midterm exam and ten percent of the final exam will be based upon this unit.

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1. Instructor References:

   a. Kemp, Instructional Design, page 3-22, 58-60.

   b. University of State of New York, Handbook for Teachers of Adult Occupational Education, 1977, pages 19-20. Order through Ruth V. Pippo, Bureau of Technology, Trade and Agricultural Programs, State Education Department, University of the State of New York, Albany, NY 12234. Presently free.

   c. Mager, Developing Attitude Toward Learning. Fearon Publishers, Palo Alto, CA. 1968.

   d. R. Gagne, The Conditions of Learning. Holt, Rinehart and Winston, New York, NY. 1985. Pages 1-88.

   e. E. Gagne, The Cognitive Psychology of School Learning. Little and Brown, Boston, MA. 1985. Pages 1-32.

   f. The NEA Professional Library has a number of teaching textbooks available for purchase which are modestly priced. Write: NEA Profession Library, Box 509, West Haven, CT 06516 or call (203) 934-2669. Titles include:

      The Beginning Teacher (1489-8-00-DR) $7.95
      Creativity and Learning (1078-7-00-DR) $2.95
      Lesson Planning for Meaningful Variety in Teaching (1515-5-10-DR) $9.95
      Measuring Thinking Skills in the Classroom (1534-7-00-DR) $6.95
      Motivation and Teaching (0751-4-10-DR) $12.95
      Questioning Techniques and Effective Teaching (1495-5-00-DR) $14.95
      Teacher Evaluation (1536-3-00-DR) $6.95
      Teacher-Written Student Tests (1529-0-10-DR) $7.95
      Teaching Styles Related to Student Achievement (1069-8-00-DR) $2.95
      Thinking Skills: Concepts and Techniques (0201-6-00-DR) $15.95
      Role of Testing in Teaching Profession (1460-X-00-DR) $8.95

2. Lecture Notes: Develop notes utilizing student guide, references, and Kemp text. Schedule approximately 3 hours for this unit.

3. Media, Equipment and Supplies for this unit: overhead projector.

4. Master transparencies: there are two master sheets provided for development of transparencies.

5. Other student handouts: Provide student with unit objective sheet and get acquainted exercise sheet. Provide student with student guide to facilitate note taking during seminar/discussion.

Teaching Methods/Health | Student Guide | E-401 The Learning Process

I. Introduction

A. Review course syllabus, schedule, project: instructional lesson

B. Assignment: select topic for presentation and determine role you will play (health care worker, patient, supervisor, etc.)

C. Getting acquainted exercise

II. Teaching Methods/Health

A. Review "A Teaching Fable" Mager, Developing Attitude Toward Learning

B. Teaching/Learning

1. Teacher initiated

2. Student initiated

C. Purpose for Teaching

1. Change student

2. Influence capabilities

3. Provide skill

D. Factors Affecting Student Ability to Learn

1. Interest

2. Ability

3. Past experience

4. Concentration

5. Memory

6. Well-being

7. Self-confidence

8. Visualization

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Teaching Methods/Health

E-401
The Learning Process

III. Learning - Definition

IV. Elements of the learning process

A. Externally

B. Internally

C. Performance

V. Varieties of learned capabilities

A. Intellectual skills

B. Cognitive strategies

C. Verbal information

D. Motor skills

e. Attitudes

VI. Educational Implications - need certain conditions to occur for each outcome of learning

A. Internal conditions

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B. External conditions

1. Intellectual skills

2. Verbal information

3. Cognitive strategies

4. Motor skills

5. Attitudes

VII. The process of learning

A. Information-processing model

1. Environment

2. Receptors

3. Sensory register

4. Short-term memory

5. Long-term memory

6. Storage

7. Retrieval

a. Response generator

b. Effectors

c. Feedback

8. Control processes

   a. Executive control

   b. Expectancies

VIII. Effects of External events on learning process

A. Attention

B. Selective perception

C. Encoding

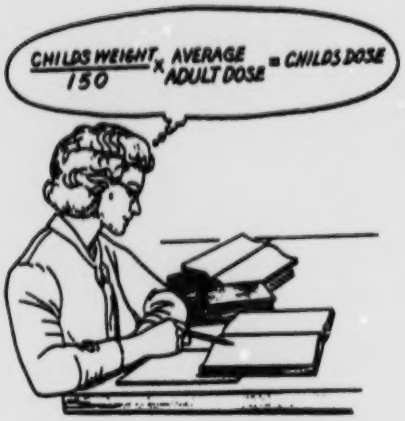
D. Storage/search/retrieval

E. Performance

F. Executive control

G. Expectancies

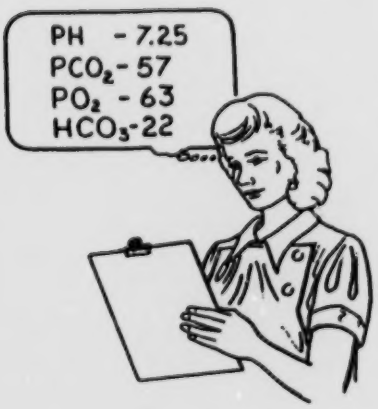
1


CHILDS WEIGHT / 150 x AVERAGE ADULT DOSE = CHILDS DOSE

2

AND, REDUCE CONSUMPTION OF RED MEATS...

3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PO2 - 63
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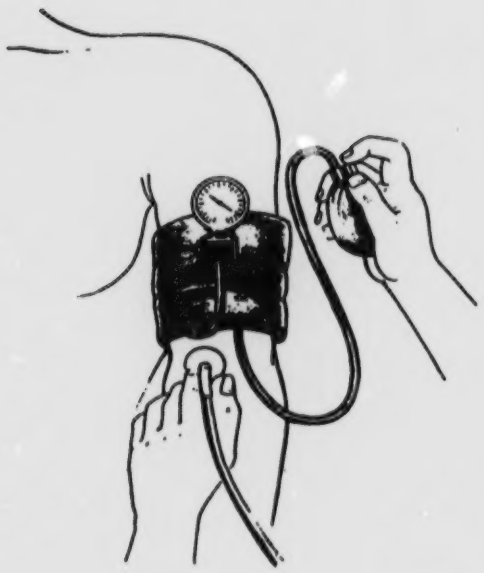

4

LET'S LEAVE NOW TO BEAT THE CROWD FOR LUNCH.., THESE CEU COURSES ARE A BORE...
YOU MAY LEAVE IF YOU WISH. I'M STAYING TILL THE CONCLUSION OF THIS PROGRAM.

5

Teaching Methods/Health

E-401 Exercise
The Learning Process

GETTING ACQUAINTED TRIADS

Goal

To facilitate the involvement of individuals in a newly-formed group.

Group Size

Unlimited number of triads.

Time Required

Fifteen minutes.

Physical Setting

Triads separate from one another, as much as possible, to avoid the influence of outside noises.

Process

I. Triads are formed. Criterion for information is not to know the other members of the triad.

II. Participants in each group name themselves A, B, or C.

III. Phase One

A. Participant A takes three minutes to tell participants B and C about himself/herself and his/her expectations for this class. Participants B and C listen but do not take notes nor do they ask questions.

B. Participant B repeats this process.

C. Participant C repeats this process.

IV. Phase Two

A. Together, participants B and C take two minutes to tell participant A what they heard him/her say and what they infer from what he/she has said or left unsaid. Questions or comments from all group members for purposes of clarification are in order.

B. Participants C and A repeat this process for participant B.

C. Participants A and B repeat this process for participant C.

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Possible Test Questions

1. Which of the following terms best describes learning? Learning is a change in behavior that results from:

   A. hearing
   B. observation
   C. attendance
   D. experience

2. Compare and contrast the terms "learning" and "teaching."

3. List and describe the five "learned capabilities."

4. Describe what effect each of the following external events has upon learning?

   a. attention
   b. selective perception
   c. expectancies
   d. encoding

Teaching Methods/Health **Behavioral Objectives** **E-402**

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: Kemp, Instructional Design, pages 23-49.

RECOMMENDED
REFERENCES:
1. Gronlund, Stating Behavioral Objectives for Classroom Instruction, MacMillan, 1970.
2. Mager, Preparing Instructional Objectives, Fearon, 1975.

LEARNING
ACTIVITIES:
1. In class exercise: writing objectives.
2. Complete Assignment: Development of instructional program objectives.
3. Participate in classroom seminar discussions.

OBJECTIVES:

E-402 The student will summarize the basic fundamentals about behavioral objectives on a written exam and project with 75 percent accuracy.

- .1 Label the principle components of behavioral objectives and specify the purpose for each.
- .2 Contrast and compare the three domains of learning and describe the different levels of learning within each domain.
- .3 Restate the benefits and limitations of objectives.
- *.4 Develop and write behavioral objectives for an instructional unit according to a criteria sheet.

TOPIC
OUTLINE:

I. Behavioral Objectives
II. Uses of Objectives
III. Writing Procedures
IV. Categories of Learning
V. Common Problems

EVALUATION: Thirty-three percent of the midterm exam and twenty percent of the final exam will be based upon this unit. Module project will be eleven percent of total course grade.

1. Instructor References:

   a. Kemp, Instructional Design, 1977. Pages 23-49.

   b. Gronlund, Stating Behavioral Objectives for Classroom Instruction, MacMillan, 1970.

   c. Mager, Preparing Instructional Objectives, Fearon, 1962.

2. Lecture notes: Develop notes utilizing student guide and Kemp text. Schedule approximately four hours for this unit.

3. Media, Equipment, and Supplies for this unit: overhead projector

4. Master transparencies: there are seven master sheets provided for development of transparencies.

5. Other student handouts: Provide student with unit objective sheet. Provide student with student guide to facilitate note taking during seminar/discussion. Duplicate objective assignment sheet and criteria sheet as well as E-402 exercise/worksheet.

I. Behavioral Objectives - Definition

II. Why Objectives Are Important

A. Select/design instruction

B. Evaluate success of instruction

C. Organize student's energy

III. Uses of Objectives

A. Student

1. Purpose
2. Guide energy
3. End result
4. Time management/self evaluation
5. Focus study
6. Basis for evaluation
7. Eliminate guesswork

B. Teacher

1. Sequence
2. Test construction
3. Review
4. Determine student progress
5. Follow-up teacher effectiveness
6. Eliminates unjust criticism
7. Select materials/methods
8. Purchase of AV materials
9. Revision
10. Determine pre-requisite/content

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C. Public

1. Course accomplishments

2. Communication

3. Analysis

IV. Preparation

A. Identify goal/competency

B. Steps in process: learner

C. Types of learning

1. Cognitive

2. Affective

3. Psychomotor

V. Characteristics of Objectives

A. Performance Verb

B. Conditions

C. Criterion

VI. Common Problems

A. False performance

B. False givens

C. Teaching points

D. Jibberish

E. Instructor performance

F. False criteria

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Before Setting Goals

Determine

"What Is"

"What should be"

Is There a GAP?

"What is" ⟷ "What should be"

GOAL - BROAD statement of INTENT

Includes words like

know	appreciate
understand	demonstrate
perform	comprehend

OBJECTIVES- built around specific observable behavior.

WRITING BEHAVIORAL OBJECTIVES

1. State the observable behavior.

2. Specify the important conditions under which the behavior is to be occur (givens or restrictions)

3. Cite the criteria of acceptable performance.

1. WHAT, using action verbs that denote observable action.

2. UNDER WHAT CIRCUMSTANCES

   What resources may the student use?

3. HOW WELL

   What accuarcy is expected?

   Is speed essential?

DOMAINS OF LEARNING

Cognitive

Affective

Psychomotor

COGNITIVE DOMAIN

Knowledge	Recognition or recall
Comprehension	Translates, interprets
Application	Use in new situation
Analysis	Relationship or comparison
Synthesis	Combining to form new entity
Evaluation	Objective, rational decision making

AFFECTIVE DOMAIN

Receive	Awareness or passive
Respond	Compliance to expectations
Value	Displays behavior voluntarily
Organization	Commitment by display of belief
Characterization	Total behavior is consistent with values

PSYCHOMOTOR DOMAIN

Initiation	Replicates behavior modeled
Manipulation	Follows directions
Precision	Demonstrates proficiency
Articulation	Demonstrates coordination of two or more abilities
Naturalization	Act becomes routine, automatic

Teaching Methods/Health Exercise E-402
Behavioral Objectives

Label each of the following statements "G" for goal
"O" for objectives

_____ Understand the function of blood.

_____ Compare and contrast sensory and motor neurons.

_____ Obtain proper materials in a clinical setting necessary for a linen change.

_____ Learn how to take blood pressure.

_____ Match the physical properties and characteristics with the appropriate dental cement.

_____ Distinguish the basic difference between intraoral and extraoral dental film.

_____ Know steps necessary to run a sterilizer.

_____ Mix and transfer zinc phosphate cement for a temporary dental restoration.

What category of learning will be utilized for a student to attain these objectives.

C. Cognitive (mental)
A. Affective (attitude)
P. Psychomotor (skill)

1. _____ Mix and transfer calcium hydroxide cement for a base in a tooth.

2. _____ Understand the value of safe work habits in a dental lab as demonstrated by appropriate precautions around porcelain casting machines.

3. _____ Identify and list five childhood diseases induced by virues.

4. _____ Demonstrate increasing interest in respiratory therapy by showing an active interest in attending professional meetings.

5. _____ Accurately define the role of a medical assistant in an emergency routine within a physician's office.

6. _____ List the four basic classifications of drugs utilized in a dental practice.

7. _____ List and define the types of adverse drug reactions.

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Teaching Methods/Health Criteria Sheet E-402 Project
Behavioral Objectives

1.	Objectives contain a behavioral verb, conditions, and accuracy level.	0 1 2 3 4
2.	Objectives are clear and concise.	0 1 2 3 4
3.	Objectives are measurable. (verb choice)	0 1 2 3 4
4.	Objectives are appropriate for subject matter to be learned.	0 1 2 3 4
5.	Objectives listed include all behaviors needed to complete your goal.	0 1 2 3 4

/20

15 necessary or rewrite

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Teaching Methods/Health Evaluation E-402 Project
Behavioral Objectives

List your overall goal for your instructional program (programs such as inservice, staff orientation, patient instruction). Specify the cognitive, psychomotor and attitude objectives necessary for your program. Sequence objectives with cognitive (C) first, psychomotor (P) second, and attitude (A) objectives last. Identify each by labeling C, P, A in the left margin.

Goal -

Type of Learning	Objectives

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Possible Test Questions

1. Label the behavioral verb, condition and criteria (accuracy level) for each of these three objectives.

   A. Describe the five basic functions of Health Care institutions with 90% accuracy.

   B. List in correct order the steps of hand washing technique.

   C. Demonstrate the procedure for taking oral temperature as described on a checklist.

2. Specify what the purpose is for each of the component parts of a behavioral objective.

   action verb:

   condition:

   criteria:

3. Compare and contrast the three domains of learning.

4. Describe how each learning domain provides for various levels of learning. Cite examples for each.

5. Restate three benefits and three limitations for the use of behavioral objectives.

6. What is the action verb for this objective: "Correctly record patient vital signs."?

   A. correctly

   B. record

   C. patient vital signs

7. What term is the condition for this objective: "List three methods for sterilization with 100% accuracy."?

   A. List

   B. three methods for sterilization

   C. with 100% accuracy

8. What term is the criteria for this objective: "Correctly identify three physical ailments that would require a health care worker to be absent."?

   A. Correctly

   B. identify

   C. three physical ailments

Teaching Methods/Health **Teaching Methods and Aids** **E-403**

UNIT PREREQUISITES: E-401 Learning Process
E-402 Behavioral Objectives

REQUIRED REFERENCES: Kemp, Instructional Design. Pages 20-21, 55-90.

RECOMMENDED REFERENCES:
1. University of State of New York, Handbook for Teachers, 1977. Pages 20-41.
2. R. Craig Hogan and David W. Champagne, Personal Style Inventory. Organization Design and Development, 1979.

LEARNING ACTIVITIES:
1. Complete learning styles inventory.
2. Participate in classroom seminar discussions.
3. Complete reading assignment.
4. Complete Assignment: Selection of teaching aids for instructional program.
5. Explore variety of instructional equipment available for classroom use.

OBJECTIVES: E-403 The student will assess the influence of teaching aids upon the success of an instructional program on a written exam and project with 75% accuracy.

.1 List the types of learning styles and explain each.
.2 Summarize the main points for three teacher/learner patterns: group presentation, individualized learning, and the teacher/learner interaction pattern.
.3 Restate three reasons to use media for instruction and briefly describe the various forms of media available.
*.4 Select teaching methods and aids for use with instructional program project.

TOPIC OUTLINE:
I. Learning Styles
II. Teaching/Learning Patterns
III. Learning Resources - teaching methods and aids
IV. Selection of Teaching Methods and Aids

EVALUATION: Thirty-three percent of the mid term and ten percent of the final exam will be based upon this unit. Module project will be nine percent of total course grade.

1. Instructor References:

   A. University of State of New York, Handbook for Teachers, 1977. Pages 20-41.

   B. R. Craig Hogan and David W. Champagne, Personal Style Inventory. Order through Organization Design and Development, 101 Bryn Mawr Avenue, Bryn Mawr, PA 19010. $3.75 each.

   C. Kemp, Instructional Design, 1977. Pages 20-21, 55-90.

2. Lecture Notes: Develop notes utilizing student guide and Kemp text: Schedule approximately seven hours for this unit. Consider taking students through media services area to become acquainted with equipment or arrange to have variety of types of equipment in classroom for examination/exploration.

3. Media, Equipment and Supplies for this unit: none

4. Master transparencies: none

5. Other student handouts: Provide student with unit objective sheet. Provide student with student guide to facilitate note taking during seminar/discussion. Duplicate E-403 exercise for distribution.

I. Learning Styles

A. Cognitive Style Mapping

1. Method to gather information

2. Influences upon interpreting meaning of information

3. Student approach to decision making

4. Memory

B. Personal Style Inventory

1. Sensing - Intuiting

2. Thinking - Feeling

3. Extraversion - Introversion

4. Judging - Perceiving

II. Teaching/Learning Patterns

A. Group Presentation

1. Definition

2. Student participation

a. Active interaction

b. Working

c. Mental participation

3. Purposes of group presentation

a. Introduce

b. Create interest

4. Introduce developments in field

5. Present information

6. Enrichment

7. Student presentations

B. Individualized Learning
   1. Definition
   2. Purposes of individualized instruction
      a. Factual information
      b. Mastering concepts/principles
      c. Application of concepts
      d. Developing problem solving skills
      e. Developing psychomotor skills
   3. Features/specifications
      a. Detailed learning experiences, feedback
      b. Pace and variety of paths
      c. Consideration for learning styles
         1. Contracts
         2. Textbooks/worksheets
         3. Audio tape
         4. Visual materials
         5. Programmed instruction
         6. Audiovisual commercial package
         7. Types of computer instruction
   4. Advantages
   5. Disadvantages

C. Teacher/Student Interaction
   1. Definition
   2. Purposes of interaction groups
      a. Achieve affective objectives
      b. Develop skills of problem solving/decision making
      c. Vehicles: role-play, simulation, gaming, case study
      d. Student communication development

D. Selection of Most Effective Method

III. Learning Resources - teaching methods and aids

A. Definition

B. Rationale For Use of Teaching Methods and Aids

1. Enhance/enrich learning
2. Learning styles inventory
3. Goal
4. Ways students learn
5. Retention of student learning

C. Types of teaching methods and aids

1. Listening
   a. Lecture
   b. Tapes
   c. Large group discussion
   d. Small group discussion
   e. Questioning
2. Reading
   a. Texts, pamphlets, flash cards, etc.
   b. Handouts
3. Direct experience
   a. Demonstration
   b. Practice and performance
   c. Role play
   d. Project and follow-up report
   e. Field trips
   f. Games
   g. Simulation
   h. Panel/debate
   i. Computer assisted instruction
4. Iconic
   a. Visual
      1. Chalk board
      2. Charts, graphs, pictures, photos
      3. Transparencies
      4. Models/samples

b. Audiovisuals

1. Slide/tape

2. Film strips

3. Film

4. Television

5. Computer

IV. Selection of Teaching Methods and Aids

A. Type of Learning

B. Availability

C. Adaptability

D. Appropriateness

E. Accuracy

Assignment: Select three appropriate teaching methods and aids to use when presenting content for instructional project. Submit with E-404 Lesson Plan project.

SELECTING MEDIA

List the media for each of the three competencies. There may be several so prioritize them by numbering with #1 being the most effective.

COMPETENCY	OBJECTIVE	LEARNER TRAITS	MEDIA
1. Learn to take a blood pressure.	Student will take a blood pressure on a patient with 95% accuracy.	1st semester health science students male and female 18-30 years of age Dislike reading	Direct experience ① demo and practice ④ models ③ film ② TV
2. Learn the organs in the digestive system.	Students will list the six organs of the digestive system on an exam with 90% accuracy.	1st semester medical assisting students female 18-30 years of age	
3. Understand the scope of patient confidentiality.	Employees will explain patient confidentiality as it relates to working with the patient record in a medical facility.	New hospital employees male and female 18-60 years of age	

Possible Test Questions

1. List the two types of learning styles presented in this module and briefly explain how each operates/works.

2. Which teacher/learner pattern is characterized by one-way communication?

   A. individualized learning

   B. group presentation

   C. teacher/learner interaction

3. Which teacher/learner pattern is best utilized to introduce topics or discuss objectives?

   A. individualized learning

   B. group presentation

   C. teacher/learner interaction

4. Which teacher/learner pattern is student paced and student directed including a variety of instructional formats?

   A. individualized learning

   B. group presentation

   C. teacher/learner interaction

5. Which teacher/learner pattern may most easily accommodate a variety of student learning styles?

   A. individualized learning

   B. group presentation

   C. teacher/learner interaction

6. Computer-assisted instruction in an example of which teacher/learner pattern?

   A. individualized learning

   B. group presentation

   C. teacher/learner interaction

7. Role-playing and simulation may be utilized within which teacher/learner pattern?

   A. individualized learning

   B. group presentation

   C. teacher/learner interaction

8. Which teacher/learner pattern is best utilized to facilitate attitude formation or develop problem-solving skills?

   A. individualized learning

   B. group presentation

   C. teacher/learner interaction

9. Restate three reasons to utilize media for instruction.

10. Briefly describe three of the categories of media available for use with instruction.

Teaching Methods/Health **Lesson Planning** **E-404**

UNIT PRE-REQUISITES:
E-402 Behavioral Objectives
E-403 Teaching Aids

REQUIRED REFERENCES:
Kemp, Instructional Design. Pages 127-151.

RECOMMENDED REFERENCES:
1. University of State of New York, Handbook for Teachers, 1977. Pages 70-81.
2. Dignan, Program Planning for Health Education and Promotion, 1987. Pages 85-110.
3. Lloyd Dull-Ohio Department of Education, The Heart of Instruction: Effective Lesson Plans and Assignments. 1977.
4. Ellingham, The Art of Clinical Instruction: Part I and II. University of Minnesota Videotape, 1987.

LEARNING ACTIVITIES:
1. Participate in classroom seminar discussions.
2. Complete Assignment: Development of Lesson Plan for instructional program.
3. View videotape: The Art of Clinical Instruction: Part 1.

OBJECTIVES:
E-404 The student will discuss the need for planning instructional lessons in advance on a written exam and project with 75% accuracy:

.1 Compare and contrast the terms: lesson plan and instructor plan.
.2 List the uses for a lesson plan.
.3 List and describe the principle features of an instructor plan.
.4 List and describe the principal features of a lesson plan.
.5 Develop the lesson plan for an instructional unit according to a criteria sheet.

TOPIC OUTLINE:
I. Lesson Plan
II. Lesson Plan Uses
III. Steps for Planning Learning Experiences

EVALUATION:
Twenty percent of the final exam will be based upon this unit. Module project will be nine percent of the total course grade.

Teaching Methods/Health Instructor Guide E-404
Lesson Planning

1. Instructor References:

   a. Kemp, Instructional Design. Pages 127-151.

   b. University of State of New York, Handbook for Teachers, 1977. Pages 70-81.

   c. Dignan, Program Planning for Health Education and Promotion, 1987. Pages 85-110.

   d. Ellingham, Corinne T. The Art of Clinical Instruction Part I and Part II. 1987. Order through the University of Minnesota Media Distribution, Box 734 Mayo Building, 420 Delaware Street SE, Minneapolis, MN 55455. $245.

   e. Lloyd Dull - Ohio Department of Education, The Heart of Instruction: Effective Lesson Plans and Assignments. 1977.

2. Lecture notes: Develop notes utilizing student guide and Kemp text. Schedule approximately four hours for this unit.

3. Media, Equipment and Supplies for this unit: overhead projector

4. Master transparencies: there are four master sheets provided for development of transparencies.

5. Other student handouts: Provide student with unit objective sheet. Provide student with student guide to facilitate note taking during seminar/discussion. Duplicate project assignment and criteria sheet as well as student handout.

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Teaching Methods/Health Student Guide E-404
Lesson Planning

I. Lesson Plan - Definition

II. Uses of lesson plan

- A. Smooth flow
- B. Sequential presentation
- C. Establishes time controls
- D. Use of supportive devices
- E. Record
- F. Organizational Guide
- G. Focuses discussion
- H. Allows individualization/flexibility

III. Steps for Planning Learning Experience

- A. Instructor Plan
  1. List objectives
  2. Outline content
  3. Identify teaching methods
  4. Select instructional aids
  5. Modify for allotted time frame
- B. Lesson Plan
  1. Format
  2. Preparation/Introduction
  3. Presentation/Demonstration
     - a. Brief
     - b. Emphasize key points
     - c. Organize from simple to complex
     - d. Questions

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4. Application

   a. Supervise

   b. Additional information

   c. Individualized practice

   d. Relate to career

   e. Provide material/equipment

5. Flexibility

Components of an Instructor Plan

OBJECTIVE

CONTENT

METHOD

OBJECTIVE	CONTENT	METHOD

LESSON PLAN

Components suggested by Kemp

General Purposes

Student Characteristics

Learning Objectives

Subject Content

Pre-Assessment

Activities and Resources

Support Services

Evaluation

LESSON PLAN

Components suggested by Univ. of NY

Topic

Objective

Tools, Equipment, Supplies

Teaching Aids

Preparation by Student

Presentation of Information

Application

Evaluation

Lead into Next Lesson

LESSON PLAN

Components suggested by Dignan & Carr

Goals

Objectives

Methods and Activities

Resources and Constraints

Evaluation Plan

Implementation Plan

Sample Lesson Plan Outline Format

E-404
Lesson Planning

Topic: The Cell

Objectives:

The student will be able to:

1. Define cell
2. Name the three major parts of the cell
3. Identify structures and functions of the cell
4. Define cell metabolism, and
5. Identify energy and non-energy foods required for cell metabolism

Materials, Supplies, Equipment Needed:

1. Handout on cell structure
2. Overhead projector, screen and cell model transparency
3. Demo - glass of water, dye, and balloon

Teaching Aids:

1. Lecture
2. Visual Aids
3. Demonstration

Student Preparation:

1. Reading Assignment - Structure and Function of the Body, pp. 20-30

Introduction:

The cell is the fundamental building block of all living things. The cell may live alone or be one unit of a complex structure. Today we are going to look at cell structure and functions.

Presentation/Demonstration:

1. Cell

    A. Definition
    B. Three major parts
        1. semipermeable membrane
            a. diffusion
            b. osmosis
            c. filtration
        2. nucleus
        3. protoplasm
    C. Structures and functions
        1. mitochondria
        2. centrosome
            a. division
            b. centrioles

3. neuclic acids
   a. DNA
      (1) chromosome
      (2) genes
   b. RNA
4. ribosomes
5. organellae
6. endoplasmic reticulum
7. mitosis
8. metabolism
   a. energy foods
      (1) carbohydrates
      (2) fats
      (3) proteins
   b. non-energy foods
      (1) water
      (2) vitamins
      (3) minerals

Application:

1. Students work with small group discussion cards on terms.

2. Students label and color in parts of a cell.

Summary:

Today we look at an individual cell, its structure and function. Tomorrow we will have a quiz on the cell before proceeding to specialized groups of cells or tissues.

Next Assignment and References:

Read pp. 31-40 in text for tomorrow.

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Unit IV - Management Skills

Overview: This unit examines management skills in selected situations and introduces the learner to principles and methods of using these skills through the case method.

OBJECTIVE	CONTENT	METHOD
4.0 Examine management techniques and describe how using these techniques will improve supervisory skills.	IV. Management skills for the supervisor. A. Definition. 1. Job description. 2. Achieving goals.	Test assignment. Lecture/discussion. (1 hr.)
4.1 List and describe the elements and activities included in supervising people.	B. The elements in managing (supervising). 1. The people. 2. The tasks. C. Activities of managing. 1. Planning. 2. Organizing. 3. Directing 4. Controlling (evaluating).	
4.2 Examine the principles of effective verbal, nonverbal, and written communications and describe how these principles are applied in successful supervision.	D. Communications (overview). 1. Definition. 2. Verbal - nonverbal - written. 3. Principles of communication. a. Credibility. b. Listening and understanding. c. Technique.	Lecture/discussion. (2 hrs.)
	4. Destructive communications. a. Hidden messages. b. Insincerity. c. Rumors. d. Overload of communication.	Film of destructive communications. (30 min.)
4.2.1 Demonstrate effective methods of communicating at shift report, during an interview, giving information and directions.	5. Supervisor's role in communication. a. Shift reports (tape-oral). 1) On time. 2) Orderly. 3) To the point. 4) Brief, but complete.	

Unit IV - Management Skills

Overview: This unit examines management skills in selected situations and introduces the learner to principles and methods of using these skills through the case method.

OBJECTIVE	CONTENT	METHOD
	b. Interview. 1) Formal/informal. 2) Purpose - goal. 3) Questioning - direct/ reflective. 4) Listening. 5) Clarifying. c. Information giving. 1) Goal. 2) Message. 3) Method of transmitting. 4) To physician, nurse consultant, family. d. Giving directions. 1) Be prepared - goal. 2) Know details. 3) Know level of listener's understanding. 4) Check for understanding. 5) Show, if necessary.	Class will be divided into three groups, each group will be assigned an oral communication activity which they will role play for class to demonstrate principles. (30 min)
4.2.2 Given a nursing care situation, develop a written nursing care plan.	6. Nursing care plans. a. Doctors' orders. 1) Written. 2) Incorporation in plan. b. Description - written communication. c. Goals of nursing care plans. d. Content. 1) Identified problem/need. 2) Approach to the need. 3) End goal or result. e. How plans are used.	Homework assignment: complete written nursing care plan from handout.
4.2.3 Describe the mulit-disciplinary care plan and identify how it is used in supervising patient/resident care.	7. Multi-disciplinary plan. a. Relationship to nursing care plan. b. Nursing manager's role. c. Content. 1) Dietary. 2) Activity.	Handout of typical multi-disciplinary care plan. Discussion. (30 min)

SAMPLE

Teaching Methods and Aids

1. Review E-403 Student Guide steps involved when selecting Methods/Aids.

2. Brainstorm and list the teaching methods and aids which will facilitate learning for your instructional program. List all that can be used for each objective.

3. Review selected methods and aids and eliminate those which may not be practical or appropriate.

4. Answer these questions:

    a. Why did you select this activity over others?
    b. What special materials/equipment do you need?
    c. How much time will this activity require?

Lesson Planning

Plan your instructional experiences using the instructor plan and the lesson plan process.

1. Instructor Plan

    a. List objective.
    b. Outline content necessary to meet that objective (brief form).
    c. Include method and aids selected in the method/aid process above.

Now sequence material from instructor plan and organize the final lesson plan. Your lesson plan outline may include more than one objective.

2. Lesson Plan

    a. Supply information in phrase format unless otherwise stated.
    b. Use outline format for Presentation/Demonstration section.
    c. Use sentence format for objectives, introduction, and summary sections.

Use attached worksheets to complete this project.

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INSTRUCTOR PLAN

OBJECTIVE	CONTENT	METHOD

INSTRUCTOR PLAN

OBJECTIVE	CONTENT	METHOD

Lesson Plan Outline

Project
E-403/404

Topic:

Objective:

Materials, Supplies, Equipment Needed:

Teaching Aids:

Student Preparation:

Introduction:

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Project
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Presentation/Demonstration:

I.

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Project
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Application:

Summary:

Next Assignment and References:

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Teaching Methods/Health Criteria Sheet E-403/404 Project
Teaching Methods and Aids/
Lesson Planning

Teaching Aids

1.	Student has listed at least three teaching methods/aids which are appropriate for the presentation of content.	0	1	2	3
2.	Student has listed at least three teaching methods/aids which are appropriate for student practice/application.	0	1	2	3
3.	Student has listed logical reasons for choices of content aids.	0	1	2	3
4.	Student has listed logical reasons for choices of practice/application aids.	0	1	2	3
5.	Student has provided a complete list of equipment/supplies for each content and practice aid.	0	1	2	
6.	Student has allocated time necessary for each content and practice aid.	0	1		

_____/15
11 necessary or repeat

Lesson Planning

1.	Degree of completeness: All sections of lesson plan and instructor plan are completed.	0	1	2	3
2.	Format - student has followed correct format for each section (outline, sentence, or phrase).	0	1	2	3
3.	Presentation outline - is complete for program.	0	1	2	3
4.	Quality of Introduction: interest and relevance.	0	1	2	3
5.	Summary - is complete, provides necessary details for subsequent class period.	0	1	2	3

_____/15
11 necessary or repeat

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Possible Test Questions

1. Compare and contrast the terms lesson plan and instructor plan.
2. List four possible uses for a lesson plan.
3. List and describe three principle features of an instructor plan.
4. List and describe five principle features of a lesson plan.

Teaching Methods/Health **Evaluation Instruments** **E-405**

UNIT
PREREQUISITES: E-402 Behavioral Objectives

REQUIRED
REFERENCES: Kemp, Instructional Design. Pages 50-54, 91-100.

RECOMMENDED
REFERENCES:
1. University of the State of New York, Handbook for Teachers. Pages 42-59 and 77-78.
2. Ohio Department of Education - Lloyd Dull, The Heart of Instruction: Evaluation of Learning. 1977.
3. Green, Teacher Made Tests. 1977.
4. Gronlund, Constructing Achievement Tests. 1977.

LEARNING
ACTIVITIES:
1. Participate in classroom seminar discussions.
2. Complete worksheet: selecting evaluation instrument.
3. Complete assignment: create evaluation instrument, sample and evaluate results.

OBJECTIVES: The student will understand and explain the value of evaluating instruction by completing a project and answering questions on an exam with 75% accuracy.

- .1 Define formal and informal evaluation.
- .2 Analyze the purposes for written, performance and observational forms of evaluation.
- .3 List the two basic purposes for pre-assessment.
- .4 Compare and contrast formative and summative evaluation.
- *.5 Design an evaluation instrument for the instructional program project, employ it with a sample audience and evaluate the instruments effectiveness.

TOPIC
OUTLINE:
- I. Evaluation
- II. Evaluation Techniques
- III. Phases of Evaluation
- IV. Comprehensive Evaluation

EVALUATION: Twenty percent of the final exam will be based upon this unit. Module project will comprise nine percent of the total course grade.

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Teaching Methods/Health | Instructors Guide | E-405
Evaluation Instruments

1. Instructor References:
   a. Kemp, Instructional Design. Pages 91-100.
   b. University of State of New York, Handbook for Teachers. Pages 42-59, 77-78.
   c. Lloyd Dull - Ohio Department of Education, The Heart of Instruction: Evaluation of Learning. 1977.
   d. John A. Green, Teacher Made Test. Harper and Row, New York. 1975.
   e. Norman E. Gronlund, Constructing Achievement Tests. Prentice-Hall, New Jersey. 1977.

2. Lecture Notes:
   Develop lecture notes based upon test, references and student guide. Schedule approximately four hours for this unit.

3. Media, Equipment and Supplies For This Unit:
   Overhead projector

4. Master Transparencies:
   There are five master sheets provided for development of transparencies.

5. Other Student Handouts:
   Provide student with unit objective sheet. Provide student with student guide to facilitate note taking during seminar/discussion. Duplicate discussion handouts, project assignment and criteria sheet for distribution to students.

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Teaching Methods/Health Student Guide E-405
Evaluation Instruments

I. Evaluation

A. Definition: formal and informal

1. Measurement of effective teaching

2. Contribute

3. Uses

4. Confidence-builder

5. Assess objectives

B. Standards of Achievement

1. Norm referenced

2. Criterion referenced

II. Evaluation Techniques

A. Written examination - cognitive evaluation

1. Objective

2. Essay

B. Performance evaluation

1. Preparation

2. Administration/achievement

C. Observational (affective) evaluation

1. Checklist

2. Anecdotal records

3. Interview

4. Questionnaire

5. Rating Scale

D. Use of audiovisuals

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III. Phases of Evaluation

A. Pre-assessment

B. Formative evaluation

C. Summative evaluation

IV. Comprehensive Evaluation

A. Includes all domains

B. Variety

C. Frequency

EVALUATION

FORMAL

INFORMAL

PHASES OF EVALUATION

PRE-ASSESSMENT

SUMMATIVE EVALUATION

FORMATIVE EVALUATION

Table of Specification

Behaviors / Content	Recall (Remember)	Comprehend (Understand)	Apply	Totals

Types of Test Items

	How to Write/Score	Strengths	Weaknesses	Examples
Essay				
Completion				
True-False				

Types of Test Items

	How to Write/Score	Strengths	Weaknesses	Examples
Matching				
Multiple Choice				

Table of Specification

Content \ Behaviors	Recall (Remember)	Comprehend (Understand)	Apply	Totals

Teaching Methods/Health Discussion Handout E-405
Evaluation Instruments

Types of Test Items

	How to Write/Score	Strengths	Weaknesses	Examples
Essay				
Completion				
True-False				

Teaching Methods/Health | Discussion Handout | E-405
Evaluation Instruments

Types of Test Items

	How to Write/Score	Strengths	Weaknesses	Examples
Matching				
Multiple Choice				

Teaching Methods/Health Discussion Handout E-405
Evaluation Instruments

Skills Checklist Sample: Provides systematic recording. Reflects on all or none description of performance.

Uses: Special tasks, finished products.

Strengths: Easy and objective for observation and scoring, feedback to learner is relevant; also useful for learning new procedures because the list breaks procedure into component parts.

Skills Checklist: Handwashing Technique

Equipment Needed: Soap, sink, running water, paper towels, wastebasket.

Name: _____

Score: _____ Maximum score - 14

___1. Assemble equipment.

___2. Turn on faucet with paper towel.

___3. Discard paper towel in waste basket.

___4. Wet hands completely.

___5. Apply soap.

___6. Hold hands lower than elbows.

___7. Work up a good lather.

___8. Clean your nails.

___9. Wash hands by using a rotating, rubbing motion for one full minute.

___10. Wash at least two inches above wrist.

___11. Rinse well.

___12. Dry thoroughly with paper towels.

___13. Turn faucet off with paper towel.

___14. Discard paper towel into waste basket.

Must have 100% or 14 points to demonstrate competency.

Reference: Iowa Geriatric Nurse Aide/Orderly Course

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Teaching Methods/Health Discussion Handout E-405
Evaluation Instruments

Rating Scale: Allows one to evaluate beyond presence or absence of behavior.

Strengths: Easy to administer, clear to learners.

Limitations: Rates differ in judgement about learners behavior.

Objective: The student will select appropriate equipment to collect vital signs on a patient, uses equipment correctly and demonstrates proper care of the equipment.

Activity	4	3	2	1	0	Score Comments
1. Selection of equipment	Selects best equipment to perform task	Usually selects best equipment to perform task	Needs some assistance to select best equipment	Usually needs assistance to select proper equipment	Never selects correct equipment	
2. Use of equipment	Uses all equipment correctly	Uses most equipment correctly	Needs some assistance to use equipment correctly	Usually needs assistance to use correctly	Always needs help to use equipment	
3. Care of equipment	Cleans equipment and returns to proper location	Usually cleans equipment and returns to proper location	Needs reminder to clean and replace equipment	Always needs reminder to clean and replace equipment	Never cleans or returns equipment	

Teaching Methods/Health Discussion Handout E-405
Evaluation Instruments

Anecdotal Records: A short narrative of an incident. Recorded on a separate cards, resemble progress notes one anecdote per card.

Strength: Good feedback for learner, supplemental and validation of other instruments.

Limitation: Subjectivity of evaluation, hard to score, takes a lot of time.

Student: _____

Date: _____

Activity: _____

Anecdote - describe observed behavior

Interpretation:

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Teaching Methods/Health Criteria Sheet E-405
Evaluation Instruments

Selection of Evaluation Instruments - Consider these questions.

1. Would you use formal or informal evaluation or a combination of both for your content and your audience? Why?

2. What form of formal or informal evaluation would you use? How would you determine that your student has learned?

3. When would evaluation of your objectives occur?

4. How would you determine that learning has occurred in each domain of learning involved within your project?

Based upon your answers to Questions 1-4

Construct your instructional program evaluation instrument. Present your instrument to the sample audience within your class at the time of your presentation. Collect completed surveys after presentation. Analyze your evaluation instrument based upon this pilot study. Prepare a one to two page typed analysis of your evaluation. Describe why you chose your instrument, how effective you felt it was during your pilot study sample and what modification if any you would make prior to actual implementation/use.

1. Student has listed appropriate reasons for instrument selection.	5	4	3	2	1	0
2. Student has accurately analyzed the degree of effectiveness (success/failure) of the instrument based upon the pilot study use.	5	4	3	2	1	0
3. Student was able to determine need (if any) for instrument modification.	5	4	3	2	1	0

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11 necessary

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Teaching Methods/Health | Evaluation | E-405
Evaluation Instruments

Possible test questions:

1. Define the terms: formal evaluation
   informal evaluation

2. Analyze the purposes for the three basic forms of evaluation:

   written evaluation
   performance evaluation
   observational evaluation

3. List the two basic purposes for preassessment.

4. Compare and contrast the terms formative and summative evaluation.

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Teaching Methods/Health Classroom Communication Skills E-406

Unit Prerequisites: E-402 Behavioral Objectives

Required References:

1. University of the State of New York, Handbook For Teachers. Pages 24-26.

Recommended References:

1. Sanders, Classroom Questions - What Kinds? 1966.
2. Ohio Department of Education - Lloyd Dull, the Heart of Instruction: Selection and Use of teaching Strategies. 1977.
3. Ellingham, The Art of Clinical Instruction: Parts I and II. University of Minnesota Videotape, 1987.

Learning Activities:

1. Participate in classroom seminar discussions.
2. Participate in-classroom exercises: listening, explaining, questioning.
3. View University of Minnesota: The Art of Clinical Instruction Parts I and II.
4. Complete Assignment: Design and Implement Instructional Program.

Objectives: The student will assess the impact of various forms of classroom communication upon student learning by completing a project and answering questions on an exam with 75% accuracy.

- .1 List and describe the five basic responsibilities of a teacher in a classroom.
- .2 Compare and contrast effective and ineffective verbal communication tools.
- .3 Compare and contrast effective and ineffective non-verbal communication tools.
- .4 List and describe the advantages for using a question and answer technique in the classroom.
- *.5 Design and implement your instructional program to a sample audience according to a criteria sheet.

Topic Outline:

I. Role of teacher
II. Communication tools
III. How to explain
IV. Questioning
V. Checks upon learning
VI. Resolution

Evaluation: Twenty percent of the final exam will be based upon this unit. Module project will comprise 17 percent of the total course grade.

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5-88/jm

Teaching Methods/Health | Instructor Guide | E-406 Classroom Communication Skills

1. Instructor References:
   a. Norris M. Sanders, Classroom Questions What Kinds? Harper and Row, New York (1966).
   b. Lloyd Dull, Ohio Department of Education, The Heart of Instruction: Selection and Use of Teaching Strategies. 1977.
   c. University of the State of New York, Handbook for Teachers. Pages 24-26.
   d. Ellingham, The Art of Clinical Instruction: Parts I and II. University of Minnesota Videotape, 1987.

2. Lecture Notes:
   Develop lecture notes based upon student guide. Schedule approximately eight hours for this unit. Four of those hours to be set aside as necessary for classroom presentation of student instructional project: oral as well as self-paced individual programs. Possible discussion activities:

   1. Communication barriers - small group discussion. List what teachers in general do that is annoying to students in the classroom setting and explain why. Have one person per group report back to class.
   2. Listening exercise. Pre-record a short story of some sort, compose general list of questions about story. Run tape in class and afterward have students answer questions (to illustrate listening capabilities).
   3. Conduct illustration exercise with students working in pairs to reproduce graphic design based upon verbal instructions.

3. Media, Equipment and Supplies For This Unit:
   Overhead projector
   Video player and monitor
   Cassette recorder/microphone (optional)

4. Master Transparencies:
   There is one master sheet provided for development of transparencies.

5. Other Student Handouts:
   Provide student with unit objective sheet. Provide student with student guide to facilitate note taking during seminar/discussion. Duplicate discussion handouts, project assignment and criteria sheet for distribution to students. The illustration exercise will only be distributed to half of student class.

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Teaching Methods/Health | Student Guide | E-406 Classroom Communication Skills

I. Role of teacher
   - A. Deliver information
   - B. Question
   - C. Observe
   - D. Listen
   - E. Resolve problems with learning

II. Communication Tools
   - A. Verbal
   - B. Non-verbal
   - C. Communication barriers

III. How to explain

IV. Questioning
   - A. Why question
   - B. Techniques

V. Checks upon learning
   - A. Observe
   - B. Listen

VI. Resolution

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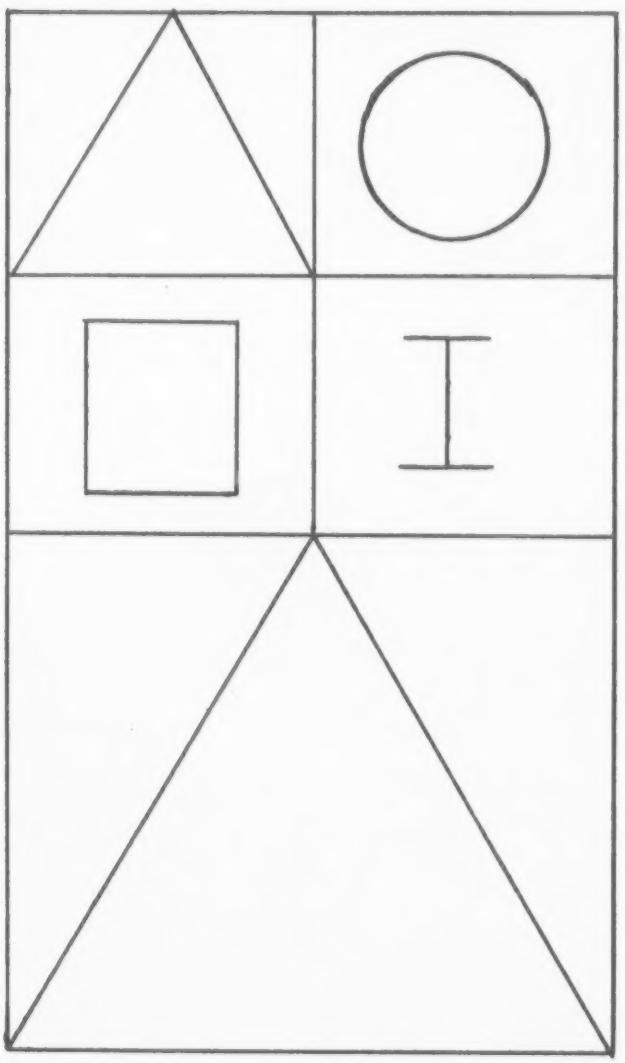

Teaching Methods/Health | Discussion Handout | E-406 Classroom Communication Skills

LISTENING QUIZ

The following checklist, while by no means complete, can help you evaluate your listening powers. Try to answer honestly.

	YES	NO
1. When an individual is speaking to you do you face her/him to make sure you can hear her/him.		
2. Do you watch the speaker closely such as observing actions and gestures as well as listen to him/her?		
3. Do you rely on your first impression in deciding whether or not s/he is worth hearing?		
4. Do you probe for ideas as well as words?		
5. Are you aware of your own prejudices and able to make allowances for it?		
6. Do you interrupt if you hear a statement you believe to be wrong?		
7. Do you make sure, before answering, that you completely understand the other person's point of view.		
8. Do you try to have the last word?		
9. Do you try to evaluate the logic and credibility of what you hear?		
10. Do you use your friends as sounding boards for your own opinions?		

LISTENING QUIZ

Question 1, 2, 4, 5, 7, 9 should be answered YES.

Take 10 off for each one you missed and subtract total missed from 100. Check your total score against code.

80 - 100	Excellent
60 - 79	Good but could improve
40 - 59	Poor
0 - 39	Need we say more

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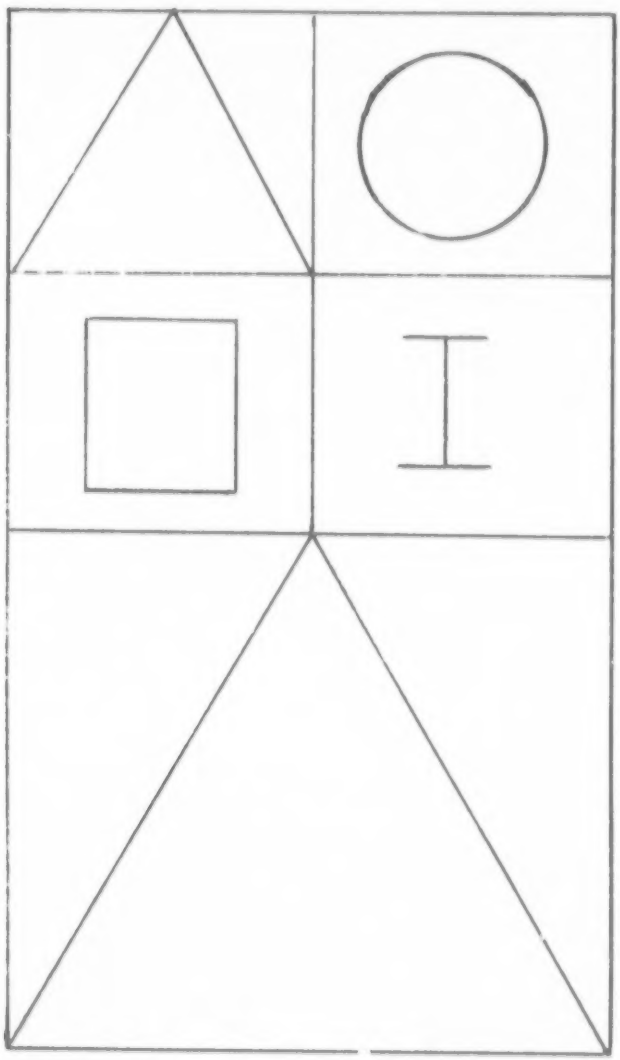
Teaching Methods/Health Discussion Handout E-406
Classroom Communication Skills

Illustration
Instruction: Students sit in pairs back to back. One student has diagram below. Other student in each pair has sheet of white paper and based upon oral instruction from partner attempts to draw the diagram. Exercise in listening as well as ability to give clear, descriptive instructions.



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Teaching Methods/Health Criteria Sheet E-406
Classroom Communication Skills

Your overall course project will be to develop a lesson within your health discipline. You will present the lesson to a sample audience as well as submit a typewritten copy of the lesson. This lesson may be designed in one of the following orientations:

practitioner to patient (example: basic treatment)
practitioner to public (example: wellness or prevention program)
practitioner to practitioner (example: inservice)

The lesson may be oral (one to one, one to group) or a self instructional program. Module projects will actually help organize your program in a step-by-step manner. Your program will be evaluated by your classmates (you design this evaluation) as well as by your instructor.

Instructor Evaluation

1.	Subject Matter - Informative, thorough, appropriate for intended audience, well researched.	5	4	3	2	1	0
2.	Organization - Follows a logical or interesting order, easy to follow and understand. Includes introduction and summary.	5	4	3	2	1	0
3.	Clarity - Main points are clear and concise.	5	4	3	2	1	0
4.	Audiovisuals - Uses appropriate handouts, visuals or AV's. All forms of media are relevant and clearly understood.	5	4	3	2	1	0
5.	a. Self paced project: Permits learner to progress at own rate, provides self-checks of progress, offers learner opportunity for active participation.	5	4	3	2	1	0
	b. Oral presentation: Uses eye contact, provides time for questions, responds to questions with active listening and respects learner when providing answer.	5	4	3	2	1	0
6.	Submits typewritten form of lesson. Uses correct sentence and paragraph structure, neat, double-spaced. Includes objectives, content, charts, visual media, and evaluation.	5	4	3	2	1	0

/30
23 necessary or repeat

Teaching Methods/Health | Evaluation | E-406 Classroom Communication Skills

Possible test questions:

1. List and describe the five basic responsibilities of a teacher in the classroom.

2. Compare and contrast three effective and three ineffective verbal communication tools.

3. Compare and contrast three effective and three ineffective nonverbal communication tools.

4. List and briefly describe three advantages for the use of question and answer techniques used in the classroom.